#### Preschool: Language and Literacy Part III



#### Use Interactive and Dialogic Reading

Professional Development Module Montana Office of Public Instruction

#### Organization

 Practice Summary Gain an overview of a practice & see the issues it addresses.



**Learn What Works** Understand the research base behind the practice.



See How It Works Examples of schools engaged in these practices.



Do What Works Action ideas and examples of tools to improve your own practice.



#### **Recommended Practices**



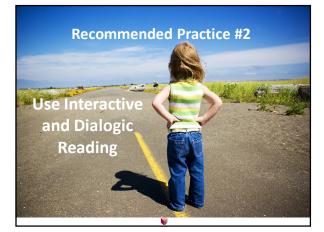
- 1) Teaching Phonological Awareness
- 2) Engaging Students in Interactive and Dialogic Reading



#### **Key Concepts**



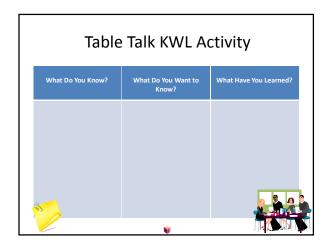
- Two Recommended Practices
  - Teaching Phonological Awareness
  - Engaging Students in Interactive and Dialogic Reading
- Using Both Recommended Practices Improves the Language and Literacy Skills of Pre-School Aged Children

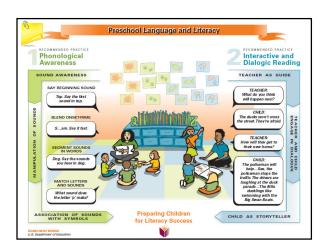


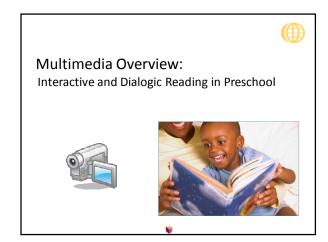
Practice Summary



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.









#### **Groovy Group Activity**



- Find your Groovy Groups
- Discuss the notes you took on Interactive and Dialogic Reading from the video.
- At your table, use the chart paper to create a diagram that compares and contrasts the two types of reading. How are they different? How are they the same?
- Be prepared to share.



#### **Key Concepts**



- Research has shown a connection between the oral language skills of preschoolers and later reading proficiency.
- Interactive and dialogic reading are ideal methods for developing oral language and vocabulary skills.
- Use interactive and dialogic reading techniques before, during and after the story.



Learn What Works



#### Expert Interview Video: Implementing Dialogic Reading

-Christopher Lonigan, Ph.D. Florida Center for Reading Research, Florida State University





#### **Key Concepts**



#### **Interactive Reading**

- Teacher Led
- Making Predictions
- Probing Questions
- Teacher provides additional information
- Supports child in expanding understanding and engagement
- Modeling
- Whole group

#### **Dialogic Reading**

- Child Led (with teacher support)
- Child becomes the storyteller
- T. introduces new vocabulary and ideas
- Modeling
- Child eventually "reads" the story
- Small groups



#### **Dialogic Reading Levels**

- 3 Levels of Dialogic Reading
  - Level 1: "Wh-" questions; what, who, when, where, why?
  - Level 2: Open-ended questions related to telling the story.
  - Level 3: Making Connections



#### **Table Discussion Activity**



- Choose a spokesperson and a recorder at your table
- Each table has a question about Interactive and Dialogic Reading.
- Discuss the question and record your answer to the question.
- Your spokesperson will share out.



### See How It Works



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

- 1. Using Interactive Reading to Improve Language and Literacy Skills
- 2. Dialogic Reading
- 3. Helping Teachers Improve Practice

#### Syracuse City School District, **New York**



Where: Syracuse, New

York

Demographics:

90% Free or Reduced-

Price Lunch

Type: Urban

22% Students with

Disabilities

15% English Learners

Grade Level: Prekindergarten







Expert Interview Presentation: Preparing an Interactive Reading Lesson

- Mary Rea, Syracuse City School District, New York June





#### 60, 30, 15 Partner Activity

Choose one of the topics from your sticky notes and discuss the topic with your shoulder partner.

- Partner 1 Speaks for 60 seconds
- Partner 2 speaks for 30 seconds
- Partner 1 sums it up in 15



Dialogic Reading Strategies

PEER
Prompt Use CROWD ?'s to prompt CROWD
Completion
Evaluation
Expansion
Recall
Open-Ended
Wh-questions
Distancing

Whitehurst & Lonigan, 1998



## Dialogic Reading

- Find your "Where the Wild Things Are" partner.
- Look through the Interactive Reading: A PEER Sequence Planner Handout.
- Discuss: Are you using a similar planning tool in your current practice? How do the PEER and CROWD techniques align with the 3 Levels of Dialogic reading that Christopher Lonigan was talking about?



#### Tempe Early Reading First Partnership

Where: Tempe, Arizona

Grade Level: Preschool

Demographics:

Type: Urban

80% or more: Low income households

57%: Hispanic 43%: Non-Hispanic 50% or more: ELL 18%: Received special education services



# Should Partner Activity Share at least three of the concepts or ideas from the audio interview that you highlighted with your shoulder partner.

#### **Key Concepts**



- An interactive reading curriculum involves reading four types of books each week: expository, narrative, pattern, and rhyming
- True narrative books include problem and resolution.
- Criteria for selecting books include: size, range of language abilities; interesting; short
- It is important to have objectives for each reading of the book in lesson plan
- Preparation includes writing prompts, collecting related materials, checking translation, selecting group of children
- Tailoring book selection to children's language level



#### See How It Works



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

- 1. Using Interactive Reading and Dialogic Reading to Improve Language and Literacy Skills
- 2. Dialogic Reading
- 3. Helping Teachers Improve Practice

#### Syracuse City School District, **New York**



Where: Syracuse, New

Demographics:

York

90% Free or Reduced-

Price Lunch

Type: Urban

22% Students with

Disabilities

15% English Learners

Grade Level: Prekindergarten





#### Presentation: <u>A Three-Level Framework for</u> Dialogic Reading

Syracuse City School District, New York June 2007







#### Vocabulary Activity

- Find your "Frog and Toad Are Friends" partner.
- Look at the Vocabulary Teaching Planner for Books Handout.
- Discuss this tool with your partner. Is this a tool similar to one that you are using in your current practice? How part do you think that this intentional planning plays in a child's vocabulary acquisition?



### See How It Works



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

- 1. Using Interactive Reading and Dialogic Reading to Improve Language and Literacy Skills
- 2. Dialogic Reading
- 3. Helping Teachers Improve Practice



Ready to Learn Providence
Rhode Island

Where: Providence, RI

Demographics:

90% Free or Reduced-

Type: Urban Price Lunch

Grade Level: Prekindergarten



#### **Table Talk Activity**

- At your table, discuss the following questions:
  - -What were the principles for relationshipbased support of teachers that Christine talked about?
  - -What is the role of mentor in daily support for teachers?
  - -What was the process for setting mutual goals: teacher, mentor, coach?
  - -How are they incorporating video for reflection?



## Expert Interview Video: Partnering with a Coach to Improve Instruction -Debbie Titus, Literacy Coach -Donna Millette, Preschool Teacher -Syracuse City School District (NY)



#### **Groovy Group Activity**

- Get together with your Groovy Group.
- Discuss having a coach or mentor support you in your classroom. What are the pro's? What are the con's? Is this something currently happening at your site?
- Discuss the Mentor Log: Planning On-Site Training With Teachers Handout.







#### **Discussion Activity**

- Find your KWL handout from the beginning of the training. Take 3 minutes to fill out the Learned portion of the chart. What have you learned about interactive and dialogic reading? What have you learned about the coaching /mentoring roles?
- Find your "Hungry Caterpillar" partner and share what you wrote.

Do What Works Ideas in Action



Engage preschool children in interactive reading and dialogic reading to improve language and literacy skills.

#### Ideas in Action for Early Childhood Program Directors

What's the best way to work with early literacy coaches to help teachers learn how to use interactive reading techniques?

- 1. Develop a framework for a coaching program.
- 2. Train coaches to work with teachers.

## Develop a framework for a coaching program.



- Meet with coaches to find out what they know about
  - o interactive reading and
  - what techniques they are using in their classrooms.
- View the interactive reading section of the multimedia overview
  - o Learn about implementing this practice



## 1. Develop a framework for a coaching program.



- Watch the Syracuse director and facilitator describe their three-year professional development plan
  - Explain what coaches need to know and do to be successful
  - o Identify what components of this program might be a good match for your teachers.
- Use the self-review tool as a basis for designing a coaching program.
  - Identify specific coaching and professional development supports your teachers will need to implement this approach.

2. Turing and a transport of the transport	
2. Train coaches to work with teachers.	
Schedule a training session to teach coaches	
<ul> <li>strategies for partnering with teachers</li> <li>ways to provide ongoing support through practical</li> </ul>	
classroomactivities	
<ul> <li>Listen to <u>Training Coaches/Mentors to Work With</u> <u>Teachers.</u> Coaches will learn how to:</li> </ul>	
<ul> <li>work with teachers to help them develop lesson plans</li> <li>provide effective feedback</li> </ul>	
<ul> <li>improve their knowledge and skills.</li> </ul>	
¥	
2. Train coaches to work with teachers.	
Watch Partnering with a Coach to Improve	
<u>Instruction</u> expert interview video. Find out:	
- Coaches and mentors work together with teacher	ers ————————————————————————————————————
to improve instruction  — how they can use on-site teacher support	
provided through modeling and coaching to	
implement and sustain good practice in your preschool classrooms.	
*	
<u> </u>	
Literacy Coach or Mentor	<u> </u>
What can I do to halp to above plan and	
What can I do to help teachers plan and implement interactive reading strategies?	
1. Teach the components of interactive reading.	
2. Model interactive reading techniques	
2. Model interactive reading techniques.	
3. Provide ongoing support through observation ar	nd —
feedback sessions.	

1.	Teach the components of
	interactive reading.



- Meet in coach-teacher teams to learn about:
  - the components of interactive reading strategies
  - how to use questioning and prompting techniques to engage children in stories.
- Use the Preschool and Literacy Diagram to start a discussion about interactive reading and instructional techniques
- Use the Learning Together about Interactive and Dialogic Reading to
  - clarify the team's understanding of interactive and dialogic reading and
  - reflect on current interactive reading practices.



## 2. Model interactive reading techniques.

- Teachers need opportunities to watch and discuss interactive reading techniques in addition to having opportunities to practice and plan.
  - Model interactive reading during a classroom storytime and follow up with a discussion of what the teachers observed.

## 3. Provide ongoing support through observation and feedback sessions.



- · Use observational and assessment data
  - to set goals
  - engage teachers in developing action plans for achieving these goals.
- Schedule a series of classroom observations
  - meet with the teacher prior to each observation to review lesson plans.
  - Use the self-reflection tool to determine coaching or mentoring needs
  - Schedule a feedback conference after the observation to discuss reactions and develop a plan for improving practice.



#### **Ideas for Action Tools**



- Learning Together About Interactive and Dialogic Reading
- Interactive and Dialogic Reading: Observing and Reflecting on Classroom Practice
- Designing Coaching and Mentoring Programs
- Starting Instructional Discussions Using a Visual Diagram

-	d	ч
-51	C	5
7		и

#### **Table Talk Closing Activity**

- Find your Preschool Next Steps Handout
- At your table, discuss the ideas in action and the recommended tools.
- Discuss the Next Steps that need to happen at your site in order to begin effectively implementing Interactive and Dialogic reading in your classrooms.



#### Learn What Works



Research Evidence

Dialogic Reading: The WWC found positive effects for oral language and no discernible effects for phonological processing. Findings from one study suggest that the level of implementation of Dialogic Reading influences the impact of the practice on children's oral language skills.

Interactive Shared Book Reading: The WWC found this practice to have mixed effects for oral language, no discernible effects for print knowledge, and potentially positive effects for early reading/writing.

Learn	What.	Works
ьсанн	vviiai	VVUIRS



Related Links

- Children's Learning Institute Website: CIRCLE Professional Development
  The Children's Learning Institute website provides links to resources and
  research on early literacy and teacher training. This section of the website
  defines phonological awareness and includes a phonological awareness
  continuum.
- <u>U.S. Department of Education: Early Reading First Program</u> The Early Reading First Program helps prepare children to enter kindergarten with the necessary language, cognitive, and early reading skills to prevent reading difficulties and ensure academic success. This website describes the program's key components and operation.

#### Learn What Works



Related Links

#### ¡Colorín Colorado!

This website provides information, activities, and advice for educators and Spanish-speaking families of English language learners (ELLS). Colorin Colorado's mission is to find research-based and best-practice information about teaching reading to ELLs and use the power and reach of the Internet to make it widely available to parents, educators, and policymakers. Because Spanish is the native language of 80 percent of ELLs, the site is currently focusing their billingual efforts there. However, they do have some materials available in additional languages and are constantly looking to expand their language base. The site is an educational initiative of the WETA public television and radio station and a service of the Reading Rockets Project.

#### Learn What Works



Related Links

Reading Rockets

This website includes information and resources on phonological awareness, its relationship to early reading, and research-based guidelines for teaching both phonological and phonemic awareness. For example, the site provides information on techniques for teaching reading and strategies to help children who struggle in learning to read; a downloadable teachers' guide and online course with toolbox and modules for first-year teachers; and a list of articles and online/downloadable videos.